

Violent forms of discipline in schools continue to be widespread across the globe despite their damaging effects. Since little is known about factors influencing the extent of violence applied by teachers, this study aimed to investigate the influence of teachers' stress, work satisfaction, and personal characteristics on their disciplining style. Using structural equation modeling, associations between violent discipline, burnout symptoms, and job perceptions (pressure and difficulties in class) reported by 222 teachers from 11 secondary schools in Tanzania in 2015 were analyzed. Results indicated a direct association between perceived stress and emotional violent discipline ($\beta = .18, p < .05$) as well as physical violent discipline ($\beta = .37, p < .001$). Perceived stress also mediated the association between job perceptions and both forms of violent disciplining. The model showed good model fit ($\chi^2 [44, n=222] = 67.47 (p = .013)$, CFI=.94, TLI=.91, IFI =.94, RMSEA=.049 [90%-CI =.02-.07, PCLOSE =.50], SRMR=.06). Our findings suggest that teachers' personal perceptions of their work as well as their stress burden play a role in their disciplining styles. Our findings underline the importance of integrating topics, such as stress and coping as well as positive, nonviolent discipline measures into the regular teacher's training and in addition to develop and evaluate school-based preventative interventions for teachers.